



A Season for Chapters

2nd Grade Unit 1

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A Season for Chapters

Essential Question

Why is sequence important?

Unit 1 - Social Studies

ELA Unit 1- Season for Chapters

6 Weeks

Civics/Government

Civics and Political Institutions

C.1.2.1 Identify *founding documents* of the United States (e.g., U.S. Constitution, Bill of Rights)

Participation and Deliberation

C.2.2.2 Explain the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags

C.2.2.3 Describe the roles and responsibilities of individuals in a democracy

C.2.2.4 Use listening, consensus-building, and voting procedures in the classroom

Geography

Human-Environment Interaction

G.9.2.3 Explain ways weather, climate, and other *environmental characteristics* affect people's lives in a place or region

Global Interconnections

G.11.2.2 Investigate ways natural and human made disasters affect people locally, nationally, and globally

History

Perspective, Historical Evidence, and Causation

H.13.2.4 Identify the purposes of primary and secondary sources



Note to Teachers:

When the Arkansas symbol is next to a standard, teachers are to relate the information specifically to Arkansas.

Social Studies Standards:

H.13.2.4 Identify the purposes of primary and secondary sources

Primary Source

A **primary source** is a document or physical object which was *written or created during the time under study*. These sources were present during an experience or time period and offer an inside view of a particular event.

Unit 1 Resources--Original document of constitution

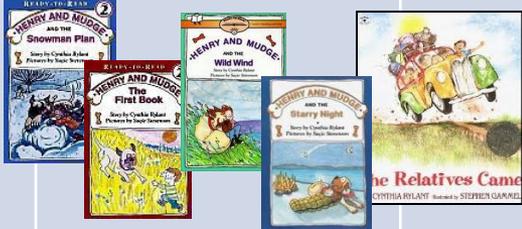
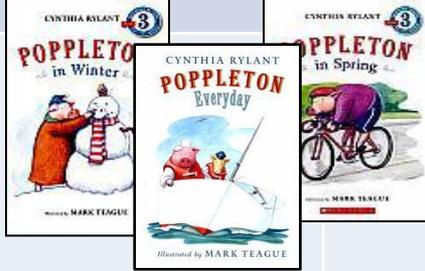
Secondary Source

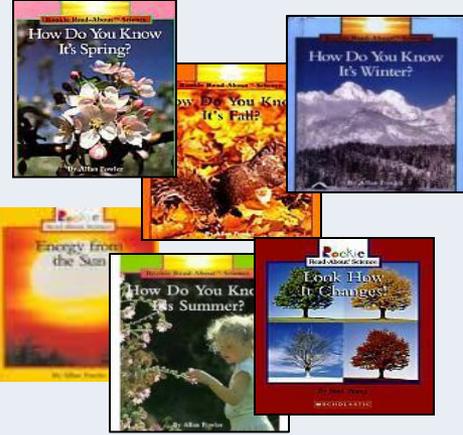
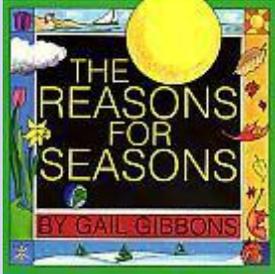
A **secondary source** *interprets and analyzes primary sources*. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Secondary sources are interpretations – often generated by scholars – that are based upon the examination of multiple primary sources.

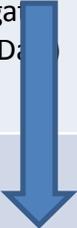
Book/video about the constitution

Week	ELA Standards	Texts	Social Studies Standards
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Why is sequence important?

<p>1</p>	<ul style="list-style-type: none"> • Describe the overall structure of a story (RL.2.5) • Describe how words supply rhythm and meaning (RL.2.4) • Write to recount (W.2.3) <ul style="list-style-type: none"> • Revise and edit (W.2.5) • Produce simple & compound sentences (L.2.1f) • Follow rules for discussion (SL.2.1a) <ul style="list-style-type: none"> • Gain the floor respectfully • Listen to others • Speak one at a time • Build on others talk (SL.2.1b) • Produce complete sentences (SL.2.6) • Tell a story or recount an experience (SL.2.4) 		<p>C.2.2.2 Explain the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags</p> <p>C.2.2.3 Describe the roles and responsibilities of individuals in a democracy</p> <p>C.2.2.4 Use listening, consensus-building, and voting procedures in the classroom</p>
<p>2</p>	<ul style="list-style-type: none"> • Ask and answer questions (RL.2.1) • Describe the overall structure of a story (RL.2.5) • Describe how words supply rhythm and meaning (RL.2.4) • Write to recount (W.2.3) <ul style="list-style-type: none"> • Revise and edit (W.2.5) • Produce simple & compound sentences (L.2.1f) • Real life connections to words (L.2.5a) 		
<p>3</p>	<ul style="list-style-type: none"> • Ask and answer questions (RL.2.1) • Describe the overall structure of a story (RL.2.5) • Write to recount (W.2.3) <ul style="list-style-type: none"> • Revise and edit (W.2.5) • Produce simple & compound sentences (L.2.1f) • Use learned spelling patterns (L.2.2d) • Compound words (L.2.4d) 		

Week	ELA Standards	Text	Social Studies Standards
Why is sequence important?			
4	<ul style="list-style-type: none"> •Ask and answer question (RI.2.1) <ul style="list-style-type: none"> •Ask for clarification (SL.2.1c) •Identify the main topic (RI.2.2) •Participate in shared research (W.2.7) <ul style="list-style-type: none"> •Recall information (W.2.8) •Capitalize geographic names (L.2.2a) •Determine the meaning of words and phrases (RI.2.4) <ul style="list-style-type: none"> •Use sentence level context (L.2.4a) •Use glossaries (L.2.4e) •Consult reference materials (L.2.2e) •Use text features (RI.2.5) 		<p>G.9.2.3 Explain ways weather, climate, and other <i>environmental characteristics</i> affect people's lives in a place or region</p> <p>G.11.2.2 Investigate ways natural and human made disasters affect people locally, nationally, and globally (Investigate ways natural disasters affect people in Unit 1. In Unit 6, investigate human made disasters with Earth Day)</p>
5	<ul style="list-style-type: none"> •Ask and answer question (RI.2.1) <ul style="list-style-type: none"> •Ask for clarification (SL.2.1c) •Identify the main topic (RI.2.2) •Participate in shared research (W.2.7) •Recall information (W.2.8) •Determine the meaning of words and phrases (RI.2.4) •Use text features (RI.2.5) 		<p style="text-align: center;">Constitution Day-September 17</p> <p>C.1.2.1 Identify founding documents of the United States (e.g., U.S. Constitution, Bill of Rights)</p>
6	<ul style="list-style-type: none"> •Write to state an opinion (W.2.1) <ul style="list-style-type: none"> •Revise and edit (W.2.5) •Use learned spelling patterns (L.2.2d) 	Texts from weeks 4 &5	



Backward Unit Planning 1.0

